

Educational Background and Teaching Experience Against PAUD Learning Design

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Abstract

Educational background is an important component in the education workforce to be able to understand and provide the best for students according to the field to be delivered. This study aims to look at the educational background on the ability to develop Ambon City PAUD Learning Design, teaching experience on the ability to develop Ambon City PAUD learning plans, and find out the relationship between the two on the ability to develop Ambon City PAUD learning plans. The approach used in this study is a quantitative approach to the correlational design (relationship), the population is PAUD teachers in Kec. In the Nusaniwe City of Ambon, totaling 134 teachers, the sample in this study is 20% of the population so the number of samples is 67 people. Data is collected through Questionnaires (Questionnaires) and documentation. There is a significant relationship between educational background and teaching experience on the ability to develop early childhood learning designs with $r_{count} = 0.2369 > r_{table} = 0.244$. Based on the results of the analysis that has been done, it can be concluded that each variable has a significant relationship to the results of the ability to compose learning programs.

Keywords: *ability to develop early childhood; learning designs; educational background; teaching experience*

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Introductions

Education experiences continuous development along with the times. Curriculum changes have occurred several times in the education system in Indonesia, such as the 2014 Competency-Based Curriculum (KBK), the 2006 Education Unit Level Curriculum (KTSP), the 2013 curriculum to the newest curriculum, namely Freedom to Learn. Agustin I. N. N. & Supriyono A, (2021) reveals that changes in the learning system in Indonesia are influenced by policies that are made based on changing times and technological advances. The curriculum plays a strategic role in the world of education. The curriculum is the heart of educational activities. Teaching and learning activities are guided by the curriculum. The curriculum is one of the tools to achieve educational goals. Setiawati, (2022) Curriculum changes can have positive and negative impacts on the quality of education.

The positive impact is that students can learn by following the development of increasingly advanced times. While the negative impact is that changes in the curriculum so quickly cause new problems such as decreased student achievement. Efendi et al., (2021)

reveals that the curriculum cannot be separated from something called assessment. Assessment is an important aspect of the educational process. Assessment is a step used to determine the learning process policy on a class scale or national scale. Success in the learning and learning process can be known by looking at the level of success of students in achieving educational goals. The implementation of learning is inseparable from the curriculum (Pohan & Dafit, 2021).

The curriculum is a guideline for the implementation of each learning activity and is an integral part of the education system. The curriculum has elements that must be part of a subject that aims to achieve the knowledge, attitudes, and skills of students Jumriani (2021). Talking about the curriculum which is a guideline for carrying out learning in schools, other factors make success in school learning, namely the educational background of the teacher/school teacher.

Shubchan, (2021) revealed that educational background determines the choice of the type of learning materials used in the learning process. Thus not all types of learning materials are suitable for use in all educational backgrounds of students. Professional educators can be seen from their educational background which is linear with their teaching assignments and teaching abilities and skills, mastery of teaching material, management during the teaching and learning process, management of student management, ability to carry out mentoring tasks, and so on (Selian & Khodijah, 2022) Curriculum plays an important role in learning.

Several literature reviews reveal that apart from educational background, teaching experience is also an important component in student learning success. (Kasmiati, 2021) explains that sufficient teaching experience, in the sense that the time that has been spent by a teacher in carrying out their duties will support the achievement of learning outcomes as a goal to be achieved at school. Teaching experience is an important concern in determining the success of learning. (Nikmah et al., 2022) Teaching experience is an important factor in determining the quality of teachers in teaching, because the more experience a teacher has in teaching, the more knowledge they have. (Mahbub et al., 2022) reveals that the teaching experience and educational background possessed by teachers or educators are important components in the learning system that is applied to students.

(Andriana et al., 2018) educator qualifications, teaching experience, and teacher training are aspects that affect the competence of a teacher in the field of education and teaching, especially in the field of PAUD learning. The teacher's academic qualifications reflect the abilities required for teachers to carry out their duties as educators at the level, type, and educational unit (Mahyuddin & Yanti, 2018). (Wahyuni et al., 2022) There are still educators who do not have the competence as PAUD educators, both in terms of educational background, teaching experience as PAUD educators, training to increase the competence and professionalism of educators, availability of educational teaching aids, lack of educator creativity and innovation, and ability to master AUD class. The quality of education obtained from PAUD basically does not refer to the facilities, but is in the quality of the teaching and learning process. To be able to realize quality PAUD, the role of educators is needed to spearhead the implementation of learning in PAUD institutions (Sitompul et al., 2023).

Based on the literature review that has been disclosed regarding educational background and teaching abilities in preparing learning programs in PAUD. The author highlights that previous research has only compared one variable Y to variable X, the authors also highlight that there are not many research results that highlight the two Y variables, namely the educational background of teachers with teaching experience on the ability to develop learning programs, especially PAUD. Researchers see that both are very important to see in combination in producing learning programs that will be implemented in PAUD especially and in PAUD in Kec. Nusaniwe City of Ambon. Thus the researcher will conduct a research study on both of them in the success of the learning program in PAUD Kec. Nusaniwe, Ambon City, hopes that the research results will be able to make a reference for

other PAUDs in recruiting a teacher because the success of a child begins with his success in starting learning in PAUD because PAUD is the first level of formal learning for children

Methodology

The type of research that will be used is associative research which can be interpreted that: Associative research is research that aims to determine the relationship between two or more variables. With research, a theory can be built that can function to explain, predict, and control a phenomenon. The population is PAUD teachers in Kec. The Nusaniwe City of Ambon, totaling 134 teachers. The sample in this study was 20% of the population which totaled 134 so the total sample was 67 people.

This research uses a type of descriptive research with the specification used is associative research which can be interpreted as research that aims to determine the relationship between two or more variables. With research, a theory can be built that can function to explain, predict, and control a phenomenon. The population is PAUD teachers in Kec. Nusaniwe City of Ambon, totaling 134 teachers. The sample in this study was 20% of the population, which amounted to 134, bringing the total sample to 67 people.

The research procedure carried out was that the author developed a questionnaire to a number of research samples, namely 67 teachers who had met the standards, that is, seen from their educational background and teaching experience. In this study, researchers wanted to know the performance of PAUD teachers in terms of educator qualifications, teaching experience at Clusters in Kec. The Nusaniwe City of Ambon. The educational background is divided into three, namely PAUD undergraduate graduates, non-PAUD undergraduate graduates, and high school graduates. The population of this study were all PAUD teachers who became class teachers at PAUD in Kec. The Nusaniwe City of Ambon, as well as teaching experience that has been carried out for at least 2 years teaching in PAUD.

The independent research variable (X) in this study is educational background and teaching experience. The dependent variable (Y) is the preparation of early childhood learning programs. The operational definition for teaching experience seen is how long the PAUD teacher has taken in teaching at PAUD then seen from the series of activities carried out by the teacher in the teaching and learning process starting from general work habits, lesson planning, implementation of the learning process. Then the educational background is the level of education that has been taken by the teacher as an educational qualification that is owned, starting from junior high school - bachelor degree.

Data obtained through data collection techniques and instruments. This study uses a questionnaire as a technique and data collection instrument. In determining the criteria for describing the teaching performance of kindergarten teachers, the researcher used the criteria for determining the distribution table by determining the number of classes as many as 5 classes. The calculation steps are 1) Determine the range of intervals, namely the difference between the maximum score and the minimum score, 2) Determine the length of the interval, namely the range. After the length of the interval is obtained, the criteria for the description of the teacher in preparing PAUD learning programs are obtained

Results and Discussions

After collecting the data, the next step is presenting the research data. Presentation of this data includes presentation of research results in the form of data tabulations related to the relationship between teacher educational background (X1), teaching experience (X2), and the ability to develop early childhood learning plans with a total sample of 67 from the number of PAUD Kec. Nusaniwe city of Ambon.

Teacher Education Background on the Ability to Develop Early Childhood Learning Designs

Educational background is an important component that teachers must have to provide maximum learning. Research results **that** reveal the educational background of teachers with abilities in preparing lesson plans can be seen in table 1 below:

Table 1. The Relationship Background Of Teacher's Education To The Ability To Develop Paud Learning Design

		Pearson Correlation	Sig. (2-tailed)	N
Educational Background	Educational background	1		67
	Ability to Draft PAUD	-0.03	0.807	67
Ability To Design Paud	Educational background	-0.03	0.807	67
	Ability to Draft PAUD	1		67

Based on table 1 above, it can be seen that the size of the teacher's educational background on the ability to prepare early childhood learning plans is 0.030 with a significant level of 0.807 and N = 67, so an r table of 0.244 is obtained. From the results of the hypothesis test, the correlation coefficient between the teacher's educational background and the ability to develop early childhood learning plans is $r_{\text{count}} = 0.2369 > r_{\text{table}} = 0.244$, which means that it is correlated with the ability to develop learning plans.

Teaching Experience Against Ability To Develop Learning Plans

Teaching experience is an important factor in determining the success of developing a learning plan that can provide maximum learning. Research results **that** reveal the educational background of teachers with abilities in preparing lesson plans can be seen in table 2.

Table 2. Teaching Experience on Ability to Compose PAUD Lessons

		Pearson Correlation	Sig. (2-tailed)	N
Teaching Experience	Teaching experience	1		67
	Ability to Draft PAUD	-0.012	0.924	67
Ability To Design Paud	Teaching experience	-0.012	0.924	67
	Ability to Draft PAUD	1		67

From the output of the correlation X2 to Y above, it can be seen that the relationship between the variable teaching experience and the ability to develop early childhood learning designs is -.012, which is negatively correlated with a significant level of 0.924 and N = 67, so a r table of 0.244 is obtained. From the results of the hypothesis test results, the correlation coefficient between teaching experience and the ability to develop early childhood learning designs is $r_{\text{count}} = 0.2369 > r_{\text{table}} = 0.244$ which means it is correlated or related.

Background of Teacher Education and Teaching Experience on Ability to Compose PAUD Learning

Teaching experience and background are important factors in determining the success of developing a lesson plan that can provide maximum learning. The results of the research that reveal the teacher's educational background with the ability to prepare lesson plans can be seen in table 3.

Based on the results of the correlation outputs X1 and X2 to Y, it can be seen that the relationship between the variables of teacher education background and teaching experience on the ability to develop early childhood learning plans is -.179 which is negatively correlated with a significant level of 0.147 and N = 67, so that an r table is 0.244. From the acquisition of the hypothesis test, the correlation coefficient between educational background and teaching

experience on the ability to develop early childhood learning designs is $r_{\text{count}} = 0.2369 > r_{\text{table}} = 0.244$ which means that it is correlated or related.

Table 3 Output Results Correlation of Teacher Education Background and Teaching Experience on Ability to Compose PAUD Learning

		X1	X2	Y
X1	Pearson Correlation	1	-0.18	-0.03
	Sig. (2-tailed)		0.147	0.807
	N	67	67	67
X2	Pearson Correlation	-0.179	1	-0.012
	Sig. (2-tailed)	0.147		0.924
	N	67	67	67
Y	Pearson Correlation	-0.03	-0.01	1
	Sig. (2-tailed)	0.807	0.924	
	N	67	67	67

Discussions

Based on the results of the analysis that has been carried out, it is found that there is a positive and significant relationship between educational background and the ability to teach staff in preparing PAUD learning plans, Nusaniwe District, Ambon City. The results further reveal that if it is proven that the 4 indicators of educational background include two formal indicators, namely recent education, and teacher certification, and two non-formal indicators, namely basic PAUD training and PAUD training which greatly support the development of PAUD learning for teachers carried out in learning process by an early childhood teacher. (Tondeur et al., 2019) revealed that good learning outcomes are required with good human resources, especially for educators who must have an educational background that is appropriate to where they work, in this case, early childhood education. Qualified teachers have the ability and good teaching experience to have a good impact on successful learning (Starkey, 2020). (Kim, 2020) a teacher who has an educational background in accordance with the scientific group reveals if he is able to develop and be creative in conveying education to students.

The results of the analysis carried out when connected with the results of the existing literature review have several similarities which reveal that educational background has a positive relationship with the ability of educators to prepare early childhood learning designs. (Kamila, 2017) explains that the educational background of teachers has a positive and significant influence on teacher professionalism. Kamila continued to reveal the influence of competence, compensation, and background on teacher performance. Teacher competence and teacher background together have had a positive influence on improving teacher performance. (Kasmianti, 2021) revealed that the educational background of a teacher is an important component in determining teacher professionalism, including when designing learning in PAUD. Educational background is reported to still have an influence on teacher competence in preparing lesson plans. Previous research reported that only teachers with PAUD education qualifications had a very high understanding when compiling themes (Uzlah & Suryana, 2022).

The background is through early childhood education staff who can encourage teacher innovation in developing various approaches, strategies, methods, and learning techniques that educate creatively according to their competency standards as teachers (Primayana, 2019). (Widyastuti & Sakti, 2022) explains that the teacher is an important key in the success of improving the quality of education. One of the characteristics of good quality education is the creation of a good learning process through planning, implementation, and evaluation as well as having an appropriate educational background. The teaching staff have diverse educational backgrounds, ranging from Kindergarten PG, PGSD, to PAUD Bachelors but are still in the

PAUD realm and have a positive relationship with teaching professionalism and making good learning designs (Rohita et al., 2023).

Teaching Experience On The Ability To Develop Early Childhood Learning Plans

Based on the results of the analysis that has been carried out, it is found that there is a positive and significant relationship between educational background and the ability to teach staff in preparing PAUD learning plans, Nusaniwe District, Ambon City. Furthermore, the results reveal that teaching experience also plays a role in supporting the professionalism of an early childhood educator in managing learning. (Pratiwi & Ahmad Farid Utsman, 2022) revealed that the experience of teaching in early childhood education institutions varies from one year of teaching to thirteen years of teaching in early childhood education institutions. In learning planning starting from the semester program, weekly learning implementation plans, to daily learning implementation plans, fifteen respondents answered that they were involved in preparing lesson plans at PAUD every new semester.

(Nasirun et al., 2023) explained that if the teacher did this, it would provide real teaching experience and training a number of basic teaching skills separately, can develop their basic teaching skills before they carry out their duties as teaching staff. The results of the analysis carried out when connected with the results of the existing literature review have several similarities which reveal that teaching experience has a positive relationship to the ability of educators in preparing early childhood learning designs. (Andriana et al., 2018) explained that teaching experience and teacher training are aspects that affect the competence of a teacher in the field of education and teaching. The professionalism of early childhood educators can be seen from their academic qualifications and teaching experience. Therefore the professional level of a teacher is important.

The teacher is a figure who has an important position in the development of students' potential because the teacher is the most influential component in creating quality educational processes and outcomes (Mayar et al., 2019). (Yanuarsari et al., 2022) explains that teaching methods and curricula can be understood in depth. In addition, his personality must continue to be mature, to be able to become a figure and role model for his students. Social skills and professionalism must also be continuously improved, to be able to transform into a useful person because it is in the hands of the teacher that the intelligence, skills, and personality of children at school are formed. In the end, it is hoped that PAUD will have a comprehensive long-term influence on the abilities and intellectual, social, and personality development of children in the future.

The teacher-teaching experience is one of the professional components that can be seen in the competence of PAUD teachers. Teachers are educators who have a great responsibility to teach and educate students. Being a PAUD teacher must be professional because many responsibilities are handled when you become a teacher. For this reason, career development is needed in the teaching profession so that teachers can develop their creative abilities in the world of education (Aam Nurpatimah & Adi Saputra, 2022). (Aulia & Sukiman, 2022) say that the implementation of learning programs in developing experiences must be carried out in an organized but also adaptable way, especially in developing experiential exercises that are completed according to the rules of the learning program.

(Danarsih & Hastjarjo, 2023) revealed that efforts to improve the professionalism and quality of kindergarten teachers regarding character education continue to be carried out, even though there have been efforts to increase teachers' understanding of early childhood character education material, but only at the level of introduction and socialization. The ability of teachers in managing student learning. teacher teaching experience, a good teacher will improve his performance to be more professional, fulfill his obligations with full loyalty and consistency. They don't see the teacher's job as part-time or temporary. Mastery of varied stories and the teacher can imitate different voices (Mercy Wely et al., 2023). (Nusa & Irawan, 2020) explains if g. In order to improve learning programs for early childhood according to

their needs, which are expected to improve the development of early childhood in a comprehensive manner, by carrying out counseling it is hoped that it can grow children who have high creativity and good academic abilities

Teacher Educational Background And Teaching Experience On The Ability To Compose Early Childhood Learning

Based on the results of simple correlation data analysis, the teacher's educational background (X1) with teaching experience variable (X2) on the ability to prepare early childhood learning plans (Y) has a correlation with a relationship level of 0.244 or 24.4% and has a degree of relationship, namely the correlation is moderate by using the interpretation of the correlation coefficient obtained between 0.200 to 0.399, this correlation coefficient, if interpreted, can be categorized as "low" and the form of the relationship is positive.

The results of the analysis carried out when connected with the results of the existing literature review have several similarities which reveal that educational background and teaching experience have a positive relationship to the ability of educators in preparing early childhood learning designs. Mahyuddin & Yanti, (2018) revealed that the background and experience of pursuing PAUD teachers have a positive relationship with the teacher's ability to develop good learning programs with maximum applied learning outcomes. Harapan Bunda PAUD Curriculum Management includes planning, implementing, and evaluating the curriculum with the aim that all learning activities can be carried out in an orderly and planned manner to achieve early childhood education goals that are appropriate to the stage of development.

Curriculum management is a system of managing or structuring the curriculum in a cooperative, comprehensive, systemic, and systematic manner which is used as a guide by educational institutions to realize the achievement of curriculum goals or educational goals (Kamila, 2017). With educational backgrounds not following AUD generally has taught for 5 years or more (Khasanah et al., 2022). Currently, there is almost no current job-related training experience. Educational background, teaching experience, relevant training experience, and insufficient competence affect the quality of education. (Nusa & Irawan, 2020) reveals that the teacher's last education is SMA or S1 which is not in their field, as mentioned above that in early childhood education educators have a minimum D4/S1 academic qualification in the field of early childhood education. Educational background¹¹ is one of the benchmarks for whether a PAUD head can be declared professional or not.

It is indicated that a high level of educational background will also lead to a high level of professionalism due to the breadth of knowledge and insight that an individual receives from an educational institution (Utami et al., 2020). Educational background of teachers can affect the professional competence of teachers. Kindergarten teachers with S1 PG PAUD graduates will be superior in designing, conducting learning, evaluating or assessing learning outcomes according to their standards than teachers with other undergraduate education backgrounds where they are not supported by knowledge about learning that exists in PAUD institutions so that in designing, implementing learning (Sa'diyah et al., 2022).

Teachers with an undergraduate educational background in PG-PAUD 36 JP2KG AUD have superior performance compared to teachers with other educational backgrounds (Sa'diyah et al., 2022). This difference can be seen from the teacher preparing the lesson, and carrying it out to assessing children's learning outcomes. Based on these assumptions, this study aims to look at differences in the competence of kindergarten teachers based on the teacher's educational background. The background and ability and learning experience of good PAUD teachers is a form of teacher professionalism that is related to the ability to design good learning programs and is related to the success of pursuing programs in PAUD (Sihombing et al., 2023). Structured training modules can effectively provide direct learning experiences rather than through the experiences of other people, and participants are allowed to find out for themselves the meaning of learning outcomes that demand high personal

involvement, the meaning of the content of the learning process lies within learning (Danarsih & Hastjarjo, 2023).

Conclusion

Based on the results of the analysis that has been done, it can be concluded that each variable has a significant relationship to the results of the ability to compose learning programs. For the second research variable, namely educational background and teaching experience with the ability of an early childhood teacher in preparing designs in the PAUD learning process, Nusaniwe District, Ambon City. It is hoped that the research conclusions will be able to form the basis for further research in recruiting PAUD teachers with good educational backgrounds and teaching experience for smoothness in preparing early childhood learning programs according to the curriculum that will have an impact on early childhood development. During this research there were several shortcomings including the sample which only focused on one city, namely the city of Ambon

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